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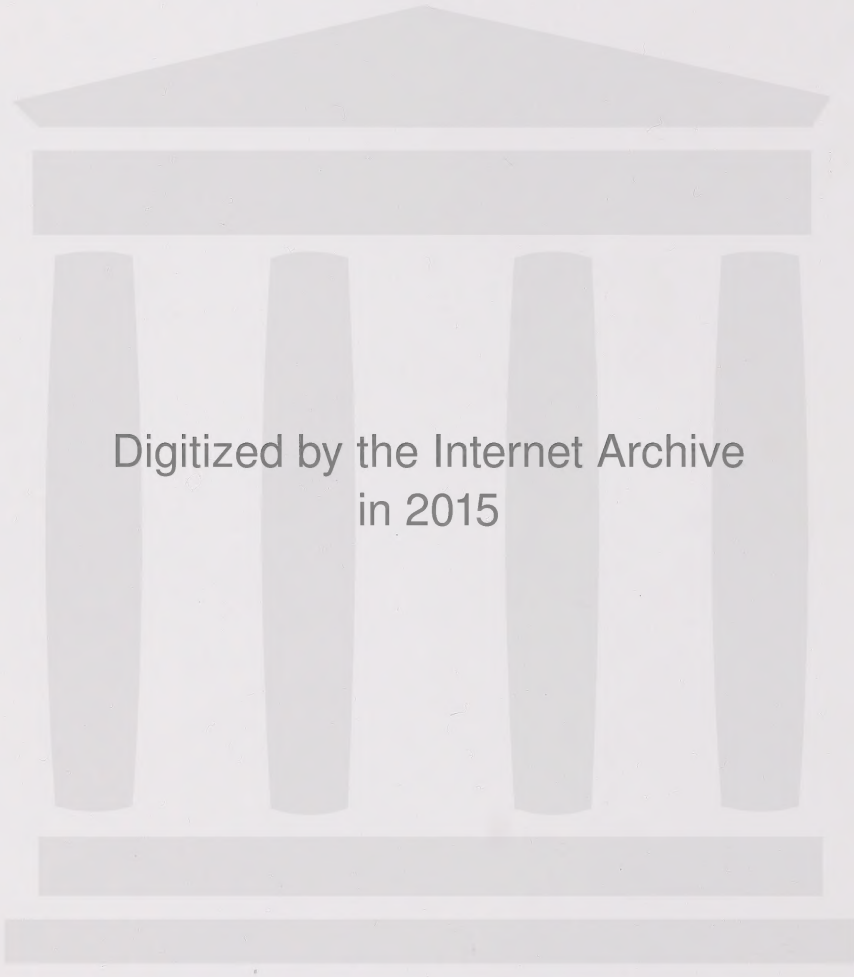
CHILD TRAFFIC SAFETY

Resource Guide for Educators, Parents and the Community

Alberta
TRANSPORTATION
Traffic Safety Initiative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Introduction

Every year in Alberta, approximately 400* children are injured or killed in pedestrian and bike related incidents.

These tragedies are preventable.

In 1997, the Alberta Transportation Traffic Safety Initiative launched a back-to-school safety program aimed at raising awareness about the importance of teaching children about pedestrian safety. The goal: to give our kids the tools and knowledge they need to stay safe in pedestrian situations.

The program's highlight was a one-day event called Walk the Talk Day that involved educators, parents and communities in a pedestrian, safety-focused activity. Walk the Talk Day continues to be a successful event across our province. However, it's merely one element of a larger Child Traffic Safety Program explained in this Resource Guide.

The program has now grown to one that deals with child traffic safety in terms of cycling, skateboarding, in-line skating and riding the bus. This complete program has been developed with a focus on elementary school-aged children from the perspective that learning should be fun.

To ensure kids from Kindergarten to Grade 6 take part in the program, the program has three very different approaches — one aimed at K-1, one for Grades 2-3 and another for kids in Grades 4-6.

For children in Kindergarten to Grade 1, a colouring book has been developed that centres around special characters which make learning fun and exciting — the "Kinetic Kids." These fictitious five youngsters are dedicated to teaching kids how to walk, skate and ride around safely.

For grades 2-3, an interactive workbook takes children on a journey filled with traffic safety puzzles and games, collector cards and stickers that teach important messages about traffic safety. In combination with the Kinetic Kids, this book helps educators and parents teach traffic safety to children throughout the year.

For Grades 4-6, an exciting and involving book has been developed offering a new approach for this older audience. It's called *"Think! A Traffic Safety Toolkit For Your Brain!"* This "Toolkit" gives kids the opportunity to tune-up their brain for traffic safety — showing them why it's important to think when they're in traffic.

In this guide, there are specific sections for educators, parents and communities. It is our sincerest hope that the materials presented here help you in your efforts to make sure all our kids stay safe in traffic.

Alberta Transportation
Traffic Safety Initiative

*Reference: Children aged 1-14. Source: Alberta Collision Information System

SAFETY STATISTICS

Transportation Associated Childhood Injury in Alberta

General Information:

- In Alberta, more children die of injuries than all childhood diseases combined.
- Every year in Alberta, more than 160 children and youth under the age of 20 will die of unintentional injuries. About 5,500 children and youth will be hospitalized as a result of injuries.
- In Canada, injuries account for approximately 50% of all deaths to children between the ages of 1 and 15.
- Traffic injury (including passengers, pedestrians and cyclists) is a major injury risk to Albertans.
- Beginning at the age of 1 year, boys are more likely than girls to be injured.

Pedestrian Injuries:

- Approximately 1,800 Canadian children and youth are hospitalized each year as a result of pedestrian injuries.
- Children under 9 years of age require supervision when crossing roads. They have unique characteristics that contribute to their high risk for pedestrian injury, including size, limited peripheral vision, poor skills in determining where sounds come from, and limited hand-eye coordination.
- Pedestrian injuries are most likely to occur during the evening rush hours from 3 - 7 p.m.
- The risk of pedestrian injury is 5 times greater in locations where there are no playgrounds nearby.
- The driveway is the most common site of non-traffic related pedestrian injuries.

Bicycle Injuries:

- Over 100 Canadians die each year from bike injuries. Children aged 5 to 14 account for about half of these deaths.
- In addition, 50,000 children in Canada are injured every year in bike-related mishaps.
- Head injury is involved in up to 75% of bicycle-related deaths.
- Research shows that wearing a bicycle helmet can reduce the risk of head injury by as much as 85%.
- Most serious bike crashes happen close to home on quiet streets.
- The majority of bike crashes DO NOT involve motor vehicles.

School Bus Injuries:

- Twice a day, on an average school day in Alberta, more than 300,000 students are transported by school buses.
- Daily routes to and from schools in Alberta total more than 400,000 kilometers. That's the equivalent of traveling 10 times around the earth.
- Transport Canada reports that travel by school bus is one of the safest modes of transportation in Canada. Occupants of other types of vehicles are 16 times more likely to be injured in road collisions.
- The greatest danger to students and for others on the roadway is during the loading and unloading of school buses.

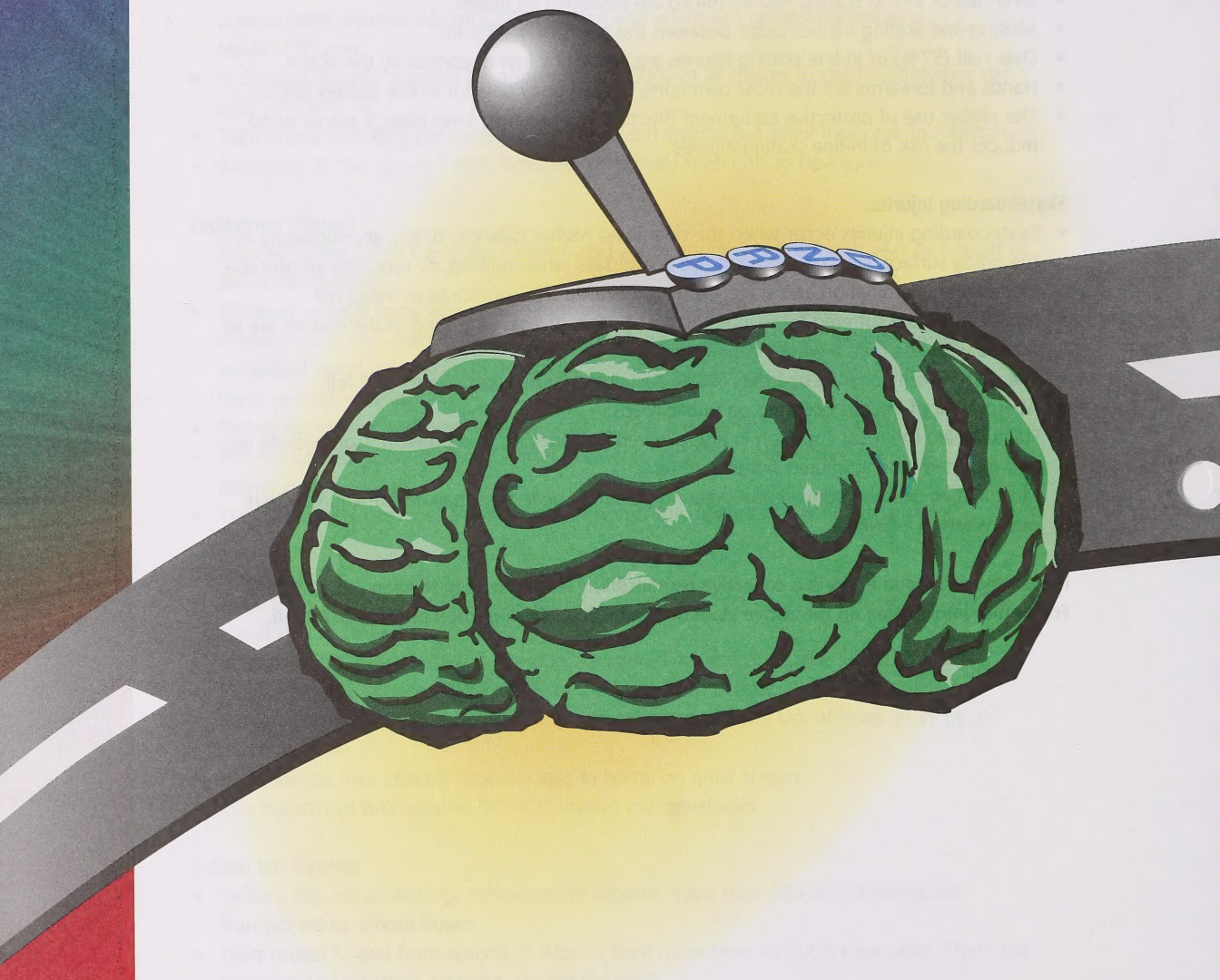
In-line Skating Injuries:

- An estimated 2 to 3 million Canadians own a pair of in-line skates.
- In-line skaters can maintain speeds of 27 km/h.
- A fall from 2 feet can cause permanent brain damage. A fall at the speed of 20 km/h can result in death.
- In-line skating injuries are most common (60%) among children 10 to 14 years of age.
- Over half of in-line skating injuries (64%) are sustained by males.
- Most in-line skating injuries occur between the hours of 4 - 8 p.m.
- Over half (57%) of in-line skating injuries are caused by loss of control by the skater.
- Hands and forearms are the most commonly injured body part for in-line skaters (58%).
- The proper use of protective equipment (helmet, wrist guards, knee pads & elbow pads) reduces the risk of in-line skating injuries.

Skateboarding Injuries:

- Skateboarding injuries occur when the rider loses his/her balance; strikes an irregularity in the riding surface; slips or jumps off the board; falls when turning; or runs into an obstacle. Inadequate coordination and skateboarding in traffic also contribute to injury risk.
- Most injuries are suffered by children 10 to 14 years of age. One third of the injuries are to skaters with less than a week's experience.
- The vast majority of skateboarders (88%) sustaining injuries lost control and fell.
- About 40% of injuries occurred on public roads.
- Fractures are the most common injury followed by abrasions and bruising. Concussions are also reported among injured skateboarders.
- Most injured skateboarders report wearing no safety gear. Less than 1% of injured riders were wearing a helmet.

Preventing childhood injury is a collective responsibility — please help to keep our KIDSAFE!
For further information on the above statistics, call KIDSAFE Connection at (780) 407-7250.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Section I: Educators

Linking Child Traffic Safety to the Alberta Elementary Curriculum

This educator section is designed to help teachers integrate child traffic safety into their curriculum should they wish to do so. It provides the following sections:

- Themes around which to build mini-units for Health & Life Skills, Social Studies and Language Arts curriculum.
- Outcomes from Alberta Programs of Studies for Grades 2 and 4 that link to child traffic safety and the activities in this program.
- Activity suggestions that integrate child traffic safety and Walk the Talk Day into the curriculum.
- Suggestions to extend the program to Grades 3, 5 and 6. The educator section can be used in one or more of the following ways:
  - Integrate the teaching and learning suggestions into your existing units in Health & Life Skills, Language Arts and Social Studies.
  - Create a mini-unit based on one or more of the themes in this Resource Guide.
  - Create a series of lessons specific to child traffic safety that follow the sequence of the four themes suggested in this Resource Guide.
  - Build your mini-unit around child traffic safety or your community's Walk the Talk Day.
  - Work with parent and community groups to teach the mini-unit around child traffic safety or your Walk the Talk Day.
  - Plan and organize your own Walk the Talk Day with other classrooms in your school or as a school-wide event.
  - Use the Walk the Talk Day format as a community walk activity that focuses students on learning about traffic safety and their community.

HEALTH & LIFE SKILLS

The aim of the Health & Life Skills program is to enable students to make well-informed, healthy choices and develop behaviours that contribute to the well-being of "self" and others. Students need to understand "self" as the basis for healthy interactions with others. Students also require a safe and caring school environment where they can explore ideas and issues surrounding personal choice, seek accurate information leading to quality of life and practice appropriate behaviours.

To achieve overall health goals for students, curriculum connections between services and resources within the school and the community are needed. The Child Traffic Safety Program and Walk the Talk Day encourage students to think and learn about their role in traffic and how their actions affect others.

Under Responsible and Informed Choices, one of three areas of the Health & Life Skills program, students focus on both personal and collective safety as well as injury prevention. Student outcomes related to safety and injury prevention promote strategies to assess and reduce risk and identify support systems for both self and others.

LANGUAGE ARTS

Language enables students to play an active role in various communities of learners within and beyond the classroom. Critical and creative thinking and learning through language occurs when students reflect, speculate, create, analyze and synthesize. Walk the Talk Day and the Child Traffic Safety Program will encourage students to use these skills.

SOCIAL STUDIES

In our changing society, students will need to use a variety of skills and strategies to acquire knowledge, interpret and communicate information, solve problems and make decisions. Students require a wide range of critical and creative thinking skills and strategies they can apply to a variety of situations. The concept of "learners as receivers" of information has changed to one of learners as self-directed problem solvers who develop the skills necessary for learning and confidence in their ability to participate in a changing society.

The Child Traffic Safety Program places students in the society of "traffic safety" where they can demonstrate these skills.

KINDERGARTEN - GRADE 1

This Child Traffic Safety Workbook has been designed for beginning readers or those at higher levels who may have learning difficulties. The messages presented are intended to introduce children to the world of traffic safety in a simple, fun way - this Workbook starts children off on a lifelong journey to being safe in any traffic environment. Because of the simplicity of its design, the Workbook can be incorporated into any curriculum schedule.

GRADES 2-3

THEME I: RISKS AND RISK TAKING

Social Studies and Health & Life Skills

The *Risks and Risk Taking* theme will encourage Grade 2 students to:

- Focus on rules and practices to follow for safety.
- Learn the concept of risk and risk management through emphasis on proactive safety management strategies.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Learn to identify current traffic safety practices at home and school and within the community.
- Understand the importance of following traffic safety practices for personal safety.
- Follow traffic safety practices consistently.
- Apply traffic safety practices to their own situations and contexts.
- Help and support others in meeting their responsibilities for traffic safety.
- Assess impact of potential risks (personal, social, and environmental).
- Develop and practice action plans to ensure traffic safety.
- Evaluate traffic safety action plans.
- Assess and modify action plans based on feedback.

You can plan a mini-unit around the theme of *Risks and Risk Taking* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to thinking about traffic safety.
- Integrating Topic A in Social Studies and the *Safety and Responsible Choices* themes in Health & Life Skills to teach about risks and risk taking.
- Using child traffic safety activities in Social Studies Topic A as examples of types of rules and to discuss the reasons for having rules and observing them.
- Using the Child Traffic Safety Program in Health & Life Skills to teach about risks, safety practices and responding to emergencies.

You can plan activities within the mini-unit that ask students to:

- Consider why we have rules.
- Talk about different kinds of rules as part of the mini-unit on risks. Different kinds of rules can include rules for home, school and the community. Use the rules in the Child Traffic Safety Activity Book to teach students about traffic safety and following rules.
- Consider how they can help themselves as well as help others around them by being aware of risks involving traffic safety.

Grade 2 Social Studies Outcomes

Topic A: My School

- My school has rules.
- Rules in school, including classroom and playground.
- Reasons for rules and the importance of observing them.
- Generate rules needed in the classroom.
- Identify and examine alternative solutions to problems at school; e.g., dilemmas others face in the classroom, playground and/or school.
- Express ideas orally and pictorially.
- Participate in individual and/or cooperative (educator-student) writing of sentences and/or stories.
- Complete a sentence stem and/or pattern.
- Participate cooperatively in group work.

Grade 2 Health & Life Skills Outcomes

Safety and responsible choices

- Identify risks and demonstrate safety practices: e.g., situations such as school bus, pedestrian, bicycle, skateboard, in-line or passenger safety.

THEME II: COMMUNITIES

Social Studies and Language Arts

The *Communities* theme will encourage Grade 2 students to:

- Focus on the development of proactive behaviours that encourage the consideration of personal safety and awareness of others.
- Learn and reinforce the concept of community through a real world experience of community safety practices.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Increase awareness of life skills within the community.
- Assess a situation regarding appropriate, safe and courteous behaviour.
- Interact with others in a safe and courteous manner.
- Demonstrate understanding of others in daily interactions.
- Help others to behave safely and courteously.

You can plan a mini-unit around the theme of *Communities* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to helping "myself" and others in the community.
- Integrating Topic A in Social Studies and outcomes relating to respect and awareness of others; in Language Arts to teach about *Community* as a theme and/or mini-unit.
- Using the Child Traffic Safety Program activities in Social Studies Topic A to discuss the ways that the school is part of the community and how students interact with others in both the school and community settings.
- Using the Child Traffic Safety Program in Language Arts to focus on talking, listening and writing skills that emphasize and encourage development of awareness of others in both the school and community setting.

You can plan activities within the mini-unit that ask students to:

- Think about ways that they live, work and play within their communities.
- Talk about the different types of things they find in their community as they walk, bike, skateboard, in-line skate, or ride the bus. Use the concept of community to focus on safety in the context of home, school, traffic and neighbourhood. Use the rules in the Child Traffic Safety Activity Book to teach students about traffic safety.
- Use drawing and map sketching activities with the Child Traffic Safety Activity Book to focus on their communities and immediate environments.

Grade 2 Social Studies Outcomes

Topic A: My School

- People in my school cooperate with each other.
- Ways in which students affect the roles of adults in the school.
- Ways in which other individuals in the school affect students.
- Examples of cooperation in a school.
- Respect for people in the school is important.
- Ways people show respect for each other (students, adults) such as:
  - listening to others;
  - helping others;
  - talking to others; and
  - playing with others.
- Use simple maps to locate specific areas within the school and the school within the community.
- Make and use simple map(s) and/or model(s) of the classroom and/or school.
- Pride in one's school.
- Positiveness and responsibility toward school and learning.
- Willingness to cooperate with students and adults.
- Satisfaction in exercising one's role as a responsible member of the school.
- Respect for others in the school.

Grade 2 Language Arts Outcomes

Use language to show respect

- Use appropriate words, phrases and sentences to ask questions, to seek and give assistance and to take turns.

THEME III: SOLVING PROBLEMS AND MAKING DECISIONS

Social Studies, Language Arts and Health & Life Skills

The *Solving Problems and Making Decisions* theme will encourage Grade 2 students to:

- Focus on the development of problem solving and decision-making abilities that encourage the consideration of personal safety and awareness of others.
- Reinforce the decision making and problem solving processes through the application of safety practices.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Identify a problem to be solved and why the problem is important.
- Understand the context in which the problem has to be solved or a decision made.
- Make a decision about solutions that demonstrate safe practices and behaviour.
- Understand the expected or potential consequences of safe practices and behaviour.
- Clarify impact of decisions made about traffic safety on self and others.
- Implement decisions that relate to traffic safety practices in different contexts.
- Analyze the effectiveness of traffic safety practices.

You can plan a mini-unit around the theme of *Solving Problems and Making Decisions* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to making decisions about traffic safety.
- Using the Child Traffic Safety Program to reinforce the problem solving and decision-making processes in Social Studies, Language Arts and Health & Life Skills.

You can plan activities within the mini-unit that ask students to:

- Think about the types of decisions they make and challenges they face on a daily basis.
- Use the decision making and problem solving processes to solve examples of different traffic safety situations that could exist in the context of home, school and community. Ask students to share their own examples of such situations. Use the rules in the Child Traffic Safety Activity Book to teach students about traffic safety.
- Consider how they would describe the steps involved in making decisions and solving problems.

Grade 2 Social Studies Outcomes

Topic A: My School

- Issue question: Who should be responsible for making rules?
- Acquire information through viewing and listening.
- Arrange event, facts and/or ideas in sequences.
- Generate rules needed in the classroom.
- Draw conclusions about the role and responsibilities of people at the school.

Topic B: My Family

- Families solve problems in different ways.
- Ways family members solve problems; e.g., discussing, planning, completing jobs, cooperation.

Grade 2 Language Arts Outcomes

Combine group ideas and information into categories.

Focus attention

- Explore and share own ideas on topics of discussion and study.
- Plan to gather information.
- Follow spoken directions for gathering ideas and information.

Organize information

- List related ideas and information on a topic and make statements to accompany pictures.
- Represent and explain key facts and ideas in their own words.
- Recognize and use gathered information to communicate new learning.

Review research process

- Talk about information gathering experiences by describing what was interesting, valuable or helpful.

Use a variety of sources

- Find information on a topic using a variety of sources, such as picture books, concept books, people and field trips.

Access information

- Use questions to find specific information in oral, print and other media texts.

Grade 2 Health & Life Skills Outcomes

Learning Strategies

- Identify decisions that are helpful to self and others.
- Demonstrate independence in completing tasks and activities.

THEME IV: SHARING

Social Studies, Language Arts and Health & Life Skills

The *Sharing* theme will encourage Grade 2 students to:

- Focus on the development of creative thinking and sharing ideas that encourage articulation of rules and practices that deal with personal safety and the safety of others.
- Verbalize what they have learned and share their learning about the application of safety practices with others.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Apply creative thinking to problems and traffic safety situations – needs, challenges and possibilities for traffic safety.
- Generate ideas and alternatives for dealing with traffic safety situations in different contexts (home, school, neighbourhood – different perceptions, concepts and points of entry).
- Identify ideas that are similar and different from a variety of sources.
- Explore the application of new ideas to different physical and social environments.

You can plan a mini-unit around the theme of *Sharing* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to helping others.
- Providing opportunities throughout the Child Traffic Safety Program for students to use skills in Social Studies, Language Arts and Health & Life Skills to reflect on and share what they have learned about traffic safety and their communities.
- Focusing on the extent to which thinking about our personal traffic safety can also have a positive effect on others.

You can plan activities within the mini-unit that ask students to:

- Share personal examples of different traffic safety situations that could exist in the context of home, school and community. Use the rules in the Child Traffic Safety Activity Book as a base for creating a culminating project that focuses on traffic safety.
- Consider how they can help themselves as well as help others around them by being aware of the risks in traffic.

Grade 2 Language Arts Outcomes

Experiment with language and forms
- Experiment with different ways of exploring and developing stories, ideas and experiences.

Consider others' ideas
- Listen and respond appropriately to experiences and feelings shared by others.

Express ideas and develop understanding
- Share personal experiences that are clearly related to oral, print and other media texts.

Generate ideas
- Generate and contribute ideas for individual or group oral, print and other media texts.

Structure texts
- Write, represent and tell brief narratives about students' own ideas and experiences.

Share ideas and information
- Share ideas and information from oral, print and other media texts with familiar audiences.

Evaluate sources
- Match information to research needs.

Grade 2 Social Studies Outcomes

Topic A: My School
- Identify and examine alternative solutions to problems at school; e.g., dilemmas others face in the classroom, playground and/or school.
- Participate in individual and/or cooperative (educator-student) writing of sentences and/or stories.
- Participate cooperatively in group work.
- Plan and carry out one or more activities aimed at promoting cooperation and demonstrating shared responsibility within the school.

Grade 2 Health & Life Skills Outcomes

Life roles and career processes
- Show willingness to explore and try new things.
- Adapt to new situations.

ACTIVITIES FOR GRADE 2 STUDENTS

You may use or adapt any of the following activity suggestions with the Child Traffic Safety Activity Book and/or integrate them into a mini-unit on traffic safety. They can also be used to prepare students for participation in Walk the Talk Day or child traffic safety programs.

Class Conversation

You can introduce the concept of risks to students by asking them to share stories about situations that have involved risks. Provide some examples of risk-related situations to have students start thinking of examples. As students are sharing their examples, record some key words that are related to risk and safety management on chart paper or the blackboard. Key words can be used to create a bulletin board display that focuses on child traffic safety or on the upcoming Walk the Talk Day.

Traffic Safety Stories

Students can use the key words recorded in the previous activity to create a story about a situation that involves making decisions about traffic safety. Students can be asked to record their stories on tape or narrate their story to a parent, volunteer or student from a higher grade to transcribe. Students can also share their story with a partner or in a small group.

Introducing the Kinetic Kids

The Child Traffic Safety Activity Book can be used to introduce the Kinetic Kids. Students can work with a parent, community volunteer, or pair with an older student from another classroom.

You will want to read through the pages that introduce the Kinetic Kids with your students and discuss what each Kinetic Kid teaches about traffic safety. Be sure to tell students that risks can be managed by thinking about traffic safety and putting what they learned into practice.

You may want to set aside time for students and their partners to complete the activities in the Activity Book. Given the amount of information in the Activity Book, it is probably best to use it in more than one session. There are many exercises and students should be encouraged to take the Activity Book home and work on it with parents or older siblings.

Sharing Examples of Rules

Students can be asked to think and talk about why rules are needed. You may want to have them generate examples of rules they are asked to follow at school and at home. Record these on chart paper or the blackboard.

Class Picture Collage

In this activity, each student draws a picture of a situation that involves risks when walking, biking, in-line skating, skateboarding or taking the bus. You can use the pictures to create a traffic safety picture collage in the classroom. Invite parents or older students into the classroom to view the collage and invite your students to share stories about their pictures with their visitors.

Mini Comic Strips

This is fun learning, so you may want to have students work with a partner to use the Kinetic Kids cards to create a comic strip that shows different risks and traffic safety scenarios. Students can trace the characters on the traffic safety cards and be encouraged to use a combination of the Kinetic Kids and their Sidekicks to develop their own scenarios. Traffic safety scenarios can focus on developing pedestrian, bus, bicycle, skateboarding or in-line skating safety rules. Students may be asked to work with a partner from an older grade level to draw their comic strips.

Solving Problems and Making Decisions

Students can be asked to think about examples of when they had to solve a problem or make a decision. Give students some examples to help them think of their own stories that they would like to share with the class. Ask students to consider whether or not there are decisions we need to make every day. Suggest to students that thinking about traffic safety on our way to and from school involves decisions we make and problems we solve every day.

Creating a Decision Making Model for Traffic Safety

A visual decision making model can be used to review and discuss the steps involved in making a decision. Work with the class to construct a decision making model that applies to safety considerations. Transfer the visual model to one side of a piece of chart or poster paper, and on the other side of the poster or chart, add specific examples relating to traffic safety through the form of pictures or sentences that your students create.

Venn Diagram

You may wish to work with the class to explore traffic safety practices in different contexts, such as home, school, community or neighbourhood. You can create a Venn diagram similar to the one below on a large piece of poster paper and have students brainstorm ideas for traffic safety practices. Fill their ideas into the Venn diagram and have students look for those ideas that overlap. Talk about how the same traffic safety practices can apply to different contexts.

Trading Cards and Sharing Stories

Students can be asked to share a story about their participation in Walk the Talk Day. Students can select one of the Kinetic Kids cards that represents the type of traffic safety rules and practices they followed on the way to and from school. For example, if they walked to school, have them use the Pace card. If their parents drove them to school, they may be encouraged to think of ways that Buster's card about bus safety is similar to getting a ride from their parents.

Helping Others

You may want to work with the class to brainstorm and share ideas about ways in which they can help others to walk, skate and ride around safely within the community. Use students' ideas to create a class wall chart on ways that they can help each other learn and practice traffic safety. Students may be asked to place any of their leftover stickers from their Child Traffic Safety Activity Book on the wall chart in the classroom. For example, Lookout, Bumpy, Ollie, Pedals or Skoot stickers can be placed beside those ideas that apply and relate to traffic safety while using different methods of transportation.

Extending This Program into Grade 3

Educators may choose to extend the program into the curriculum of Grade 3 by adapting the materials in this guide in the following ways:

- Use the existing themes in this Resource Guide and modify the activities to fit curricular guidelines at your grade level.
- For example, at the Grade 3 level, students can be asked to take more of a focus on the needs of people within the community in preparing for their participation in Walk the Talk Day.
- Students can also be asked to focus on their community in the present as well as the differences between traffic safety in urban and rural settings.
- You may wish to work with other educators and classrooms in your school to adapt it so that it can be taught together with Grades 2 and 3.

See the Organizing a Walk the Talk Day section for more information on how you can be involved.

GRADES 4-6

THEME I: RISKS AND RISK TAKING

Social Studies and Health & Life Skills

The *Risks and Risk Taking* theme will encourage Grade 4 students to:

- Focus on safety rules and practices.
- Learn and reinforce the concepts of risk and risk management through its emphasis on proactive safety management strategies.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Learn to identify current traffic safety practices at home and school and within the community.
- Understand the importance of following traffic safety practices.
- Follow traffic safety practices consistently.
- Apply traffic safety practices to their own situations and contexts.
- Help and support others in meeting their responsibilities for traffic safety.
- Assess impact of potential risks (personal, social, and environmental).
- Develop and practice action plans to ensure safety in traffic.
- Evaluate traffic safety action plans.
- Assess and modify action plans based on feedback.

You can plan a mini-unit around the theme of *Risks and Risk Taking* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to managing risks in our environment.
- Integrating Topic A in Social Studies and the *Safety and Responsible Choices* theme in Health & Life Skills to teach the theme and/or mini-unit.
- Using *"Think! A Traffic Safety Toolkit For Your Brain!"* in Social Studies Topic A to introduce the concept of risk in the context of students' immediate environments.
- Using *"Think! A Traffic Safety Toolkit For Your Brain!"* in Health & Life Skills to teach about risks, safety practices and responding to emergencies.

You can plan activities within the mini-unit that ask students to:

- Identify the different kinds of risks that are found and encountered within their immediate environments, such as home, school, traffic and community.
- Talk about the need for establishing rules for traffic safety behaviours as part of the mini-unit on risk management and our environments. Ask students to compare rules for traffic safety with rules for protecting their environment. Different kinds of rules can include rules for home, school, traffic and community. Use the rules in *"Think! A Traffic Safety Toolkit For Your Brain!"* to teach students about traffic and transportation rules.
- Consider how they can help themselves as well as help others around them by being aware of risks in traffic.

Grade 4 Social Studies Outcomes

Topic A: Alberta – Its Geography and People

- Ways to conserve our natural resources and protect our environment, such as:
  - walk to the store instead of using the car;
  - turn off the lights when leaving a room; and
  - use appropriate receptacles for garbage.
- Use simple illustrations, charts and graphs to support written work (two-to-four sentence paragraphs).
- Organize information on a topic, using a simple outline, webbing, retrieval chart, etc.
- Participate in a small group discussion or activity by following established rules.
- Respect for someone's opinion, viewpoint and property.

Grade 4 Health & Life Skills Outcomes

Safety and Responsible Choices

- Identify and describe appropriate safety behaviours in the following situations, as applicable:
  - being home alone;
  - using snowmobiles, ATV's, bicycles;
  - handling and using firearms;
  - using household and other chemicals;
  - practicing fire safety; and
  - dealing with environmental hazards in the community.
- Demonstrate assertiveness as a personal safety skill.
- Describe ways to assist with the safety of others.

THEME II: COMMUNITIES

Social Studies and Language Arts

The *Communities* theme will encourage Grade 4 students to:

- Focus on the development of proactive behaviours that encourage the consideration of personal safety and awareness of others.
- Learn and reinforce the concept of community through a real world experience of community safety practices.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Increase awareness of life skills within the community.
- Assess a situation regarding appropriate, safe and courteous behaviour.
- Interact with others in a safe and courteous manner.
- Demonstrate understanding of others in daily interactions.
- Help others to behave safely and courteously.

You can plan a mini-unit around the theme of *Communities* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to my environment and my community.
- Integrating Topic A in Social Studies and outcomes relating to community, respect and awareness of others in Language Arts to teach the theme and/or mini-unit.
- Using *"Think! A Traffic Safety Toolkit For Your Brain!"* activities in Social Studies Topic A to discuss the ways that traffic safety practices are part of respecting the environment and the ways that students interact with others while using their community resources.
- Using *"Think! A Traffic Safety Toolkit For Your Brain!"* activities in Language Arts to focus on talking, listening and writing skills that emphasize and encourage development of awareness of others in the community setting.

Plan activities within the mini-unit that ask students to:

- Think about ways that they use the natural and human-made resources within their communities.
- Talk about the different types of activities that they are involved with in their communities. Use the concept of community and natural and human-made environments to focus on safety in the context of home, school, traffic and community. Use the rules from *"Think! A Traffic Safety Toolkit For Your Brain!"* to teach students about traffic safety.
- Link the creative and map sketching activities in *"Think! A Traffic Safety Toolkit For Your Brain!"* to help students' study their environment and to reinforce the development of geography skills. Ask students to focus on their communities and immediate environments.

Grade 4 Social Studies Outcomes

Topic A: Alberta – Its Geography and People

- The environment can affect the way people live.
- The ways in which the environment (climate, landforms) affects people and the way they live.
- The natural and human-made components of the environment; e.g., natural: rivers, forests, water; human-made: dams, buildings, roads.
- Describe the location, using cardinal and intercardinal directions.
- Locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains.
- Appreciation of the impact that people can make on the environment.

Grade 4 Language Arts Outcomes

Use language to show respect

- Identify and discuss differences in language used in a variety of school and community contexts.

THEME III: SOLVING PROBLEMS AND MAKING DECISIONS

Social Studies, Language Arts and Health & Life Skills

The *Solving Problems and Making Decisions* theme will encourage Grade 4 students to:

- Focus on the development of problem solving and decision-making abilities that encourage the consideration of personal safety and awareness of others.
- Reinforce the decision making and problem solving processes through the application of safety practices.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Identify problems to be solved and why the problems are important.
- Understand the context in which the problem has to be solved or decision made.
- Make a decision about solutions that demonstrate traffic safety practices.
- Understand the expected or potential consequences of traffic safety practices.
- Clarify impact of decisions made about traffic safety on self and others.
- Implement decisions that relate to traffic safety practices in different contexts.
- Analyze the effectiveness of traffic safety practices.

You can plan a mini-unit around the theme of *Solving Problems and Making Decisions* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to making decisions about my environment and traffic safety.
- Using *"Think! A Traffic Safety Toolkit For Your Brain!"* activities to reinforce the problem solving and decision-making processes in Social Studies, Language Arts and Health & Life Skills.

You can plan activities within the mini-unit that ask students to:

- Think about the types of decisions they make and challenges they face in their daily environments.
- Use the decision making and problem solving processes as examples of ways to resolve different traffic safety situations that could exist in the context of different environments. Ask students to share their own examples of such situations and brainstorm different environmental contexts. Use the rules in *"Think! A Traffic Safety Toolkit For Your Brain!"* to teach students about traffic safety.
- Consider how they would describe the steps in making decisions and solving problems.

Grade 4 Social Studies Outcomes

Topic A: Alberta – Its Geography and People

- Select pertinent information from newspapers, magazines and pamphlets.
- Acquire information by reading to find the main idea and supporting details.
- Acquire information and draw inferences from pictorial resources; e.g., pictures, graphs, charts.

Grade 4 Language Arts Outcomes

Use prior knowledge

- Use ideas and concepts, developed through personal interests, experiences and discussion to understand new ideas and information.

Focus attention

- Use organizational patterns of expository texts to understand ideas and information.

Organize information

- Organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions.
- Record ideas and information that are on topic.
- Organize oral, print and other media texts into sections that relate to and develop the topic.

Review research processes

- Identify strengths and areas for improvement in research processes.

Use a variety of sources

- Locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips.

Evaluate sources

- Recall important points, and make and revise predictions regarding upcoming information.

Grade 4 Health & Life Skills Outcomes

Learning strategies

- Describe the benefits or consequences of alternative plans when setting goals or making decisions.

THEME IV: SHARING

Language Arts, Social Studies and Health & Life Skills

The *Sharing* theme will encourage Grade 4 students to:

- Focus on the development of creative thinking and sharing ideas that encourage articulation of considerations and practices that deal with personal safety and that of others in different environmental contexts.
- Verbalize what they have learned and share their learning about the application of safety practices with others.

The Child Traffic Safety Program and Walk the Talk Day will encourage students to:

- Apply creative thinking to problems and traffic safety situations (needs, challenges and possibilities for safety).
- Generate ideas and alternatives for dealing with safety situations in different contexts (home, school, neighbourhood – different perceptions, concepts and points of entry).
- Identify ideas that are similar and different from a variety of sources.
- Explore the application of new ideas to different physical and social environments.

You can plan a mini-unit around the theme of *Sharing* as part of your school's Child Traffic Safety Program by:

- Focusing the theme around concepts related to helping others and the community.
- Providing opportunities throughout *"Think! A Traffic Safety Toolkit For Your Brain!"* activities for students to use skills in Social Studies, Language Arts and Health & Life Skills to reflect on and share what they have learned about traffic safety, their community and the environment.

You can plan activities within the mini-unit that ask students to:

- Share personal examples of different traffic safety situations that could exist in the context of different environments. Use the rules in *"Think! A Traffic Safety Toolkit For Your Brain!"* as a base for creating a culminating project that focuses on traffic safety in many different contexts.
- Consider how they can help themselves as well as help others around them by being aware of risks in traffic.

Grade 4 Language Arts Outcomes

Express ideas and develop an understanding

- Compare new ideas, information and experiences to prior knowledge and experiences.
- Ask questions, paraphrase and discuss to explore ideas and understand new concepts.

Consider others' ideas

- Identify other perspectives by exploring a variety of ideas, opinions, responses in oral, print and other media texts.

Combine ideas

- Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences.

Generate ideas

- Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.

Share ideas and information

- Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters.

Extend understanding

- Explore ways to find additional ideas and information to extend understanding.

Structure texts

- Produce narratives that describe experiences and reflect personal responses.

Grade 4 Social Studies Outcomes

Topic A: Alberta — Its Geography and People

- Participate in small group discussions or activities by following established rules.
- Cooperate and compromise to solve group problems.

Grade 4 Health & Life Skills Outcomes

Life roles and career processes

- Identify ways in which people use their talents and abilities in families, at school and within the community; e.g., contribution to a project.

ACTIVITIES FOR GRADE 4 STUDENTS

You may use or adapt the following activity suggestions with *"Think! A Traffic Safety Toolkit For Your Brain!"* and/or integrate them into a mini-unit on child traffic safety. They can also be used to prepare students for participation in Walk the Talk Day.

Class Conversation

You can introduce the concept of risks to students. Ask them to consider how risk management can be applied to what they know about their environment, Alberta's environment, their own community and neighbourhood. Ask students to think of the difference between risk management as an individual and risk management as it applies to groups of people using the environment.

Using Brain Tools

Use *"Think! A Traffic Safety Toolkit For Your Brain!"* to discuss strategies and tools we use to solve problems and make decisions about traffic safety. Ask students to think about ways that the brain tools in the Activity Book can be applied to solving problems related to other safety concerns or to examining environmental issues.

Make sure to give students time to complete the activities that are integrated throughout the book. Students may be asked to work individually, or with a partner or small group. Discuss with students the idea that risk management can include both thinking about the environment and establishing rules for all people to make safe use of their environment. This includes using modes of transportation to get to and from school, as well as to and from recreational activities.

Mini Comic Strips

Students can work with a partner to use the various elements in *"Think! A Traffic Safety Toolkit For Your Brain!"* to create a comic strip that shows different risk and traffic safety scenarios. Students can trace the symbols from the book and be encouraged to use a combination of the symbols to develop their own scenarios. Traffic safety scenarios can focus on developing pedestrian, bus, bicycle, skateboarding or in-line skating safety rules. Ask students to incorporate features from their own environments (urban, rural) into their comic strips.

Sketch Map

Have students work in small groups of two or three to create a simple sketch map of their community. Have students focus on including natural and human-made features of the environment in their community. Ask them to label their sketch maps and use a legend to indicate any symbols they develop to represent these things. Have them include a compass rose to indicate cardinal and intercardinal directions on their maps.

Then have students identify dangerous areas of their community by designing and drawing symbols on the map where potentially dangerous situations may exist, such as intersections, busy roads, bus stops, bicycle paths, etc.

Solving Problems and Making Decisions

Students can work with a partner to create a visual that outlines a problem solving or decision making model. They should then brainstorm different contexts or environments in which decisions are made or problems solved related to traffic safety, such as crossing rural roads, waiting for a bus on a busy street, skateboarding or in-line skating in the city, riding a bike on a rural road, etc. Have each pair apply their decision making model to two or more different traffic safety contexts.

Creating a Decision Making Model for Traffic Safety

You can use the visual decision-making model that students have built to review and discuss, with the whole class, the steps involved in making a decision. Work with the class to construct your own class decision making model that applies to safety considerations. Transfer the visual model to one side of a piece of chart or poster paper, and on the other side of the poster or chart, add specific examples relating to traffic safety that your students create.

Venn Diagram

You may wish to work with the class to explore traffic safety practices in different environmental contexts, such as home, school and community or neighbourhood. You can create a Venn diagram similar to the one below on a large piece of poster paper and have students brainstorm ideas for traffic safety practices. Have each group brainstorm ideas and appoint a group recorder to record their ideas in the Venn diagram. Once groups have had time to fill in their ideas, have them look for those ideas that overlap. For example, pedestrian safety applies to school and community; in-line skating or skateboarding safety applies to all three contexts. Talk about how the same traffic safety practices can apply to different contexts.

Traffic Safety Messages

Working in small groups, students can brainstorm what they have learned about traffic safety messages. Ask them to use their own ideas or some of the ideas in *"Think! A Traffic Safety Toolkit For Your Brain!"* to create their own traffic safety message or slogan and some visual symbols that can help get their message across. Have each group design their traffic safety messages on a bumper sticker, poster, banner, or a button.

Traffic Safety Recipe

Working in small groups, students can create a recipe for traffic safety. Ask each group to brainstorm their ingredients (traffic safety considerations and rules and environmental features that affect safety) and the quantities of each ingredient. Then have each group put their ingredients and quantities together into a recipe format. Present the recipes on chart paper with drawings from *"Think! A Traffic Safety Toolkit For Your Brain!"* and from their Walk the Talk Day experience.

Traffic Safety Checklists

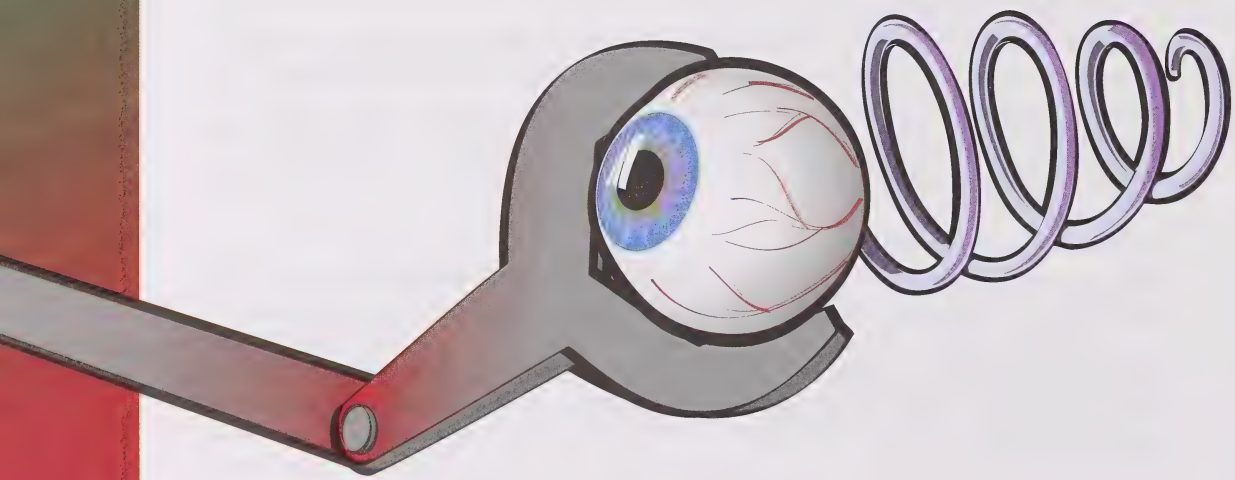
Working in small groups, students can create their own versions of traffic safety checklists. Students can use the checklists in this guide as a starting point so that they can 'personalize' their lists to their own communities and environments. Students can form groups to focus on a particular type of traffic safety that is relevant to the way they get to school. Different traffic safety areas can be assigned to each group. Each group should illustrate their checklists and display the checklists in the classroom or school.

Extending This Program into Grades 5 and 6

Educators may choose to extend the program into the curriculum of Grades 5 and 6 by adapting the materials in this Resource Guide in ways such as the following:

- Use the existing themes in this Resource Guide and modify the activities to fit curricular guidelines at your grade level.
- For example, at the Grade 5 level, students can be asked to take more of a focus on how traffic safety needs can be similar and different in various types of regions and areas (rural and urban).
- At the Grade 6 level, students can be asked to focus on the decision making process in the establishment of rules and laws.
- Work with other educators and classrooms in your school to modify the program and adapt it to take a more general focus on traffic safety and teach it together with Grades 4, 5 and 6.

See the Walk the Talk Day section for more information on how you can be involved.



Section II: Parents and Communities

FOR PARENTS

The Child Traffic Safety Program

There is nothing more precious to a parent than the safety of their child. Unfortunately, traffic injuries claim the health and lives of many of our children every year. Parents are encouraged to take part in this Child Traffic Safety Program by participating in events such as Walk the Talk Day or by working through the fun and educational Activity Books developed for their children.

The resources your child will be using

The Child Traffic Safety Program has been designed so that educators can work with the community and parents to plan a Walk the Talk Day (see page 36 for more information). Alberta Transportation Traffic Safety Initiative provides Activity Books and support materials for educators and students free of charge. Three student Activity Books have been produced, one for Kindergarten to Grade 1, one for Grades 2 to 3 and another for Grades 4 to 6. The Activity Books may require the assistance of educators and/or parents.

Children in Kindergarten to Grade 1 will receive their first traffic safety messages in a Workbook designed just for them. Filled with colouring activities, this book is intended for beginner readers and is a fun, exciting way to learn basic lessons. The Kinetic Kids and their Safety Sidekicks are featured prominently in the book, as well as cards that reinforce traffic safety.

Parents play an important role in teaching children about safety. The Kinetic Kids Workbook can be a useful tool in introducing your children to the world of traffic and getting them to take early responsibility for their safety. Once your child has completed the Workbook, write their name on the certificate and post it in their room — congratulate them on an important first step!

Children in Grade 2 and 3 will receive the Child Traffic Safety Activity Book featuring the Kinetic Kids. These special characters were developed to make learning about traffic safety fun and exciting. These educational heroes are the champions of child traffic safety and represent the five modes of transportation our kids use.

Dedicated to teaching kids how to walk, skate and ride around safely, the Kinetic Kids along with their Safety Sidekicks, take children on a journey filled with traffic safety challenges. Through puzzles and games, collector cards and stickers, the Kinetic Kids help educators and parents teach traffic safety throughout the entire year.

As a parent, you are encouraged to go through the exercises with your children as they learn about traffic safety. At the end of the book is a reward — a Safety Agent membership card and certificate. Once your child has completed the "traffic safety training" in the Activity Book, be sure to fill their name in on the card and congratulate them for a job well done!

Children in Grades 4 to 6 will tune up their brains for traffic safety with the *"Think! A Traffic Safety Toolkit For Your Brain!"*. It features a more "grown up" approach to teaching traffic safety. Kids are not only given the information they need to help keep safe, but pointers on how to think in traffic and how to develop their safe practices into everyday traffic skills. Questions and puzzles will help them through the learning process.

As a parent, you are encouraged to go through the exercises with your child as they begin to take responsibility for their role in traffic and develop traffic safety attitudes and skills that will last a lifetime.

Reinforcing safety throughout the year
Child traffic safety does not end with Walk the Talk Day, or when the Activity Book is complete. It is very important for parents to keep kids involved in traffic safety throughout the year — after school hours and throughout your community.

Here are some things you can do to keep them safe:
- Keep the traffic safety rules posted in your home.
- Ask your child on a regular basis if they are practicing POINT, PAUSE and PROCEED.
- Remind your child about traffic safety when they are playing or going places in the community.
- Organize at least one mini "Walk the Talk Day" for you and your child to walk through the community, to their friends' homes, playgrounds or shops.
- Set a good example — practice traffic safety yourself!
- Insist on the rule: No Helmet. No Bike.

What Parents Need to Know About Walk the Talk Day

Parents, you can participate with your children in Walk the Talk Day in many meaningful ways.
- The first way is to be involved with your child's Activity Book. Children should bring the book home to you before the date of the walk. You can read the book with your child and have them tell you that they understand what they are supposed to do. If you cannot attend Walk the Talk Day, reassure your child that they will enjoy the activity and that they should participate, listen and cooperate with the adults present.

- If you can go on the walk (the most ideal scenario) let your child know that it's really important that they understand their route to school and the dangers that are around. All parents should be familiar with the procedure for the walk and understand the importance of their role.

- Even if you can't go on the walk, discuss the event at home and reinforce what your child learned on the walk by asking questions such as:
  - Tell me what happened during the walk?
  - What did you learn?
  - Can you explain what you now understand about walking safely to school?
  - Do you have any questions about what you are supposed to do while you walk?
  - What are some ways you can remember what you have learned?
  - Do you want me to go over the route with you?
  - Where should we put the traffic safety checklists up in the house where we both can read and remember the rules?

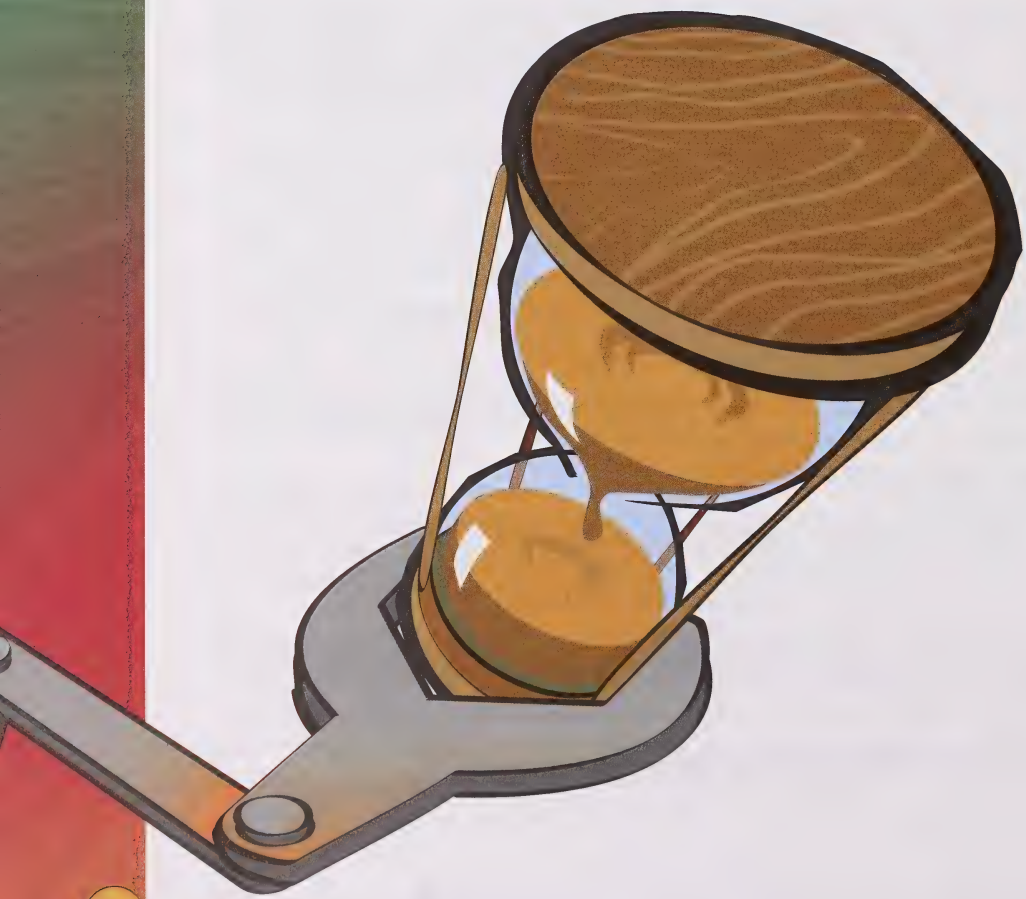
To find out how to set up a Walk the Talk Day in your community see page 37.

FOR COMMUNITY MEMBERS

Participating with children and families in our community during Walk the Talk Day
Walk the Talk Day provides a very positive and meaningful way for the community to become involved. The local community association could directly participate in the province-wide Walk the Talk Day or organize a future event. During Walk the Talk Day, the community association can provide additional volunteers to help with the small groups participating in the walk. A community associate could organize a Saturday morning "walk" through the community, following much the same principles of the school walk. This would strengthen the concepts of traffic safety for all children in these neighbourhoods.

Consider working with educators and students to reinforce traffic safety in your community. You can help with the goals of the Child Traffic Safety Program by keeping the traffic safety checklists posted where kids will see them. If you find students not practicing traffic safety, remind them in a positive, pleasant way to be careful and think about traffic safety by giving them a traffic safety sticker.

Remember:
- Post the traffic safety checklists in your facility.
- Order and give out stickers to children who visit your facility.



Section III: Organizing a Walk the Talk Day

What is Walk the Talk Day?

Whether you're a parent, educator or a concerned member of the community, you can help reduce the number of pedestrian tragedies our children are involved in by organizing your very own Walk the Talk Day.

Walk the Talk Day is a simple, fun and effective way to educate children about pedestrian safety! Every year in Alberta, approximately 400* preventable child cyclist and pedestrian injuries and deaths occur.

On Walk the Talk Day, Alberta families are encouraged to walk their children's route to and from school, pointing out potential dangers along the way. Whether children live in the city or in the country, getting to and from school safely has its own special challenges. These include: busy roads, crossing lights, having to get on and off a bus safely, crossing a busy highway and knowing how to walk safely along the side of a road where there are no sidewalks. This important event helps kids meet all of these challenges successfully by learning about decision making, responsibility, self-development and risk management.

Taking place in the month of September, Walk the Talk Day is a valuable learning experience that serves as the launching point for traffic safety education all year long. As well, because it coincides with back-to-school, it is also a reminder to motorists to take extra care and watch for children, school buses and school zones. If you are unable to participate in the provincial-wide Walk the Talk Day, you can organize your own event at a more convenient time.

Walk the Talk Day is a popular and easy event to run. Support materials are provided free-of-charge and everything you need to know about organizing a Walk the Talk Day at your school or day care centre is provided here in an easy-to-follow format. The support materials available to you are listed in the "Get Involved" section.

Child Traffic Safety is directly related to the Alberta elementary school curriculum in Health & Life Skills, Social Studies and Language Arts. See the Educators section for more detail.

Program Focus

Walk the Talk Day is one piece of the larger Child Traffic Safety Program. The focus of this program is not only to educate children on traffic safety behaviours and topics, but to begin to develop traffic safety skills that children can use throughout their entire lives.

Educational materials have been developed for three main audiences of elementary school-aged children: Kindergarten to Grade 1, Grades 2 to 3 and Grades 4 to 6. These materials cover the range of child traffic safety issues and have been described in detail at the front of this Resource Guide.

*Reference: Children aged 1-14. Source: Alberta Collision Information System

How can you involve your community and school?
Educators share a special bond with "their" children and can start by creating a supportive planning group by gathering other educators, parents, parent council members and other school staff to help execute your Walk the Talk Day event. Then, use the tips and instructions in this guide to plan a successful Walk the Talk Day — in the pursuit of keeping children safer on the roads.

Plan Walk the Talk Day through your local school or community organization
Walk the Talk Day brings all the people in your community together, creating a united group committed to child traffic safety. By turning traffic safety into an event for kids, the traffic safety practices you promote become more memorable and they become a springboard for ongoing learning between parents and kids. To make your Walk the Talk Day successful, keep the following steps in mind. Some of these steps can also be used for planning a bike rodeo or a bus safety day at your school (see page 40).

Steps for Organizing a Walk the Talk Day

Step 1: Communicate with the community.

- Educators or community members:
  Send a letter to all parents/guardians inviting them to participate with their children. Children should still participate even if their parents/guardian cannot be there. (A sample letter is enclosed in the Get Involved section – Letter to Parents.) By inviting parents to the event, you make traffic safety a part of every family activity and you open the door to safety at home. This can be a very meaningful way to get parents involved in their child's education. Parents can be encouraged to play a significant role in reviewing the student Activity Book with their children, not only before Walk the Talk Day, but throughout the year.

- Educators, parents or community members:
  Send a letter encouraging community members like a local police officer or a public health nurse to participate in planning and/or lead the walk. (A sample letter is enclosed in the Get Involved section – Community Involvement.)

- Arrange for refreshments after the walk. This can be done either by contacting local businesses for donations of goodies and drinks, or working with parent/educator groups. (A sample letter is enclosed in the Get Involved section – Letter to Support Walk the Talk Day.)

- The materials students will be using are contained in the student Activity Books. Students should be bringing the book home to show parents before Walk the Talk Day. However, the Activity Book is still very useful for the rest of the year, so it should be completed.

- Select and adapt the materials from this Resource Guide, ensuring that the traffic safety checklists are distributed to all involved.

- Educators should post the enclosed traffic safety checklists anywhere they think kids will see them: bulletin boards, school gymnasiums, etc. Parents should post them in the home. (The checklists are included in the Get Involved section.)

Step 2: Plan your route

Pre-walk the route chosen to make sure it has several crossing elements in it. Try to include the following:

- Cross a road at an intersection at least twice.
- Include potential "danger elements" such as crossing a busy intersection or walking on a road without a sidewalk.
- Use your school safety patrol at one crossing, if applicable.
- Examine the student Activity Books/Resource Guide so that the various suggested activities can be included in the design of the route.

Step 3: Setting up a route around your school

- Set out markers or arrows for the route so that everyone knows where to go.
- Gather the kids, parents and special guests at the beginning of the walk route. Make sure the starting point for the route is well communicated to students, parents, school staff and community members.
- If you have special guests (i.e. Mayor, Reeve, MLA, health nurse or police officer) invite them to open the event by making a few welcoming comments.
- Divide everyone (including parents and special guests) into small groups. These groups will be more manageable and the kids will learn more while having fun. Hand out the stickers to the groups while they wait for their turn to walk.
- Appoint a leader for each group who will discuss and demonstrate the traffic safety aspects pertinent to your walk with all the participants. Each group should have a leader who is easily identifiable.
- Gather the groups into position and begin the walk. Encourage group leaders to talk to the children along the route, consistently reinforcing traffic safety practices and the features in the community.

Step 4: Make it fun for the kids!

This is an opportunity for children to have fun while learning lifelong pedestrian safety skills. Be creative! Think about planning other school or community events around Walk the Talk Day.

- A school picnic or outdoor celebration, an informal gathering to introduce school staff to parents and community members, or a community focused event can be held during part of the morning or planned for after school hours on Walk the Talk Day. Collaborate with the school staff to discuss options for activities during this gathering that celebrates the success of students as they learn about traffic safety.

Step 5: During the Walk

- POINT, PAUSE AND PROCEED should be demonstrated by the group leader and practiced by each participant, including wheelchair users, at all crosswalks and intersections.

- Plan to use the traffic safety checklists included in the Get Involved section as a guideline for discussion during the walk.

- You should plan to discuss traffic signs, parked cars, crossing driveways and alleys on your walk.

Step 6: After the Walk

- Congratulate everyone for a job well done.

- Use the traffic safety checklists included in the Get Involved section. Ask the school to hand them out to each student participant to be sent home to parents, so students and parents can practice at home. Ensure that all school staff and community members involved with the walk have received copies of the checklists so that they are aware of the traffic safety practices being promoted.

Working with the media

Ensuring all children travel safely to and from school each day requires cooperation and attention from motorists as well as children. The media can help to remind motorists that kids are back in school and to watch out for them. Working with your local media can also generate publicity for your Walk the Talk Day.

- Send invitations to the local media to attend your walk. (A sample is enclosed in the Get Involved section - Media Involvement.)

- The day before the event, call the media to remind them of the time and place and inform them of any special guests attending.

- Ask the media if they want to arrange an interview with a specific person. If they do, let that person know so they can be prepared.

Note: Prior to Walk the Talk Day, the Alberta Transportation Traffic Safety Initiative will send stories and other materials to various media throughout the province to inform them about Walk the Talk Day in Alberta. You may receive requests directly from the media as a result of this provincial media campaign.

How to spread the word about your Walk the Talk Day activities

It is important to get the message out to parents and the community. Walk the Talk Day has a very positive objective that everyone can support. With a little effort, the free materials and the pre-written letters in this guide, it will be easy to get the word out and secure the cooperation necessary for a successful program.

Extending Child Traffic Safety Beyond Walk the Talk Day

Bicycle Rodeo

A bike rodeo is a one-day event that uses various activities to teach kids about bike safety, promote good riding skills and instruct kids about the rules of the road. The event incorporates the importance of wearing helmets and makes learning about bicycle safety a fun, inclusive event. These events can be structured however you like, but they should be interactive and include "hands-on" demonstrations that show proper riding practices. To organize these activities, you can brainstorm with a variety of bike safety experts to help you plan the best way to distribute safety messages.

An event like this works best when it includes a variety of groups — a consistent, strong message is an effective one. By inviting media to attend your rodeo, you also make drivers in your community more aware of cyclists, which is a positive step in making the roadways safer for everyone.

To draw even more attention to the rodeo, you can invite local sports celebrities, police motorcycle officers and firefighters – anyone who wears a helmet and may attract the interest of kids. You can also send messages home to parents providing them with information on what their children need to know to ride safely in their communities.

Safety Fair

Have kids create displays that illustrate various safety aspects at school, home and on the way between school and home, using whatever mode of transportation is appropriate to your community context. Children can be encouraged to develop displays that show a variety of modes of transportation and the traffic safety considerations associated with each. Have students work together in groups on their projects. Plan the display for your Walk the Talk Day or as another day in which to link the school and the community. Invite parents, community members and local businesses to attend the safety fair.

Program Partners

Alberta TRANSPORTATION Traffic Safety Initiative

The Alberta Transportation Traffic Safety Initiative recognizes that in our traffic environment, children are often the most vulnerable and tragic victims of either driver error or their own errors. To reduce this risk, the Initiative developed "Walk the Talk About School Safety." Through this educational program we are providing educators and parents with the materials they need to prepare children with safety tools and encourage positive practices that will allow them to thrive safely in our highly mobile environment. For more information call (780) 422-8839 (outside Edmonton 310-0000, toll free) or visit our Web site at www.saferoads.com.

CAA Alberta Motor Association

The Alberta Motor Association's School Safety Patrol is a community-based partnership of teachers/supervisors, students and enforcement officers. The primary purpose of the program is to instruct, direct and control students in crossing the roadways at or near schools and to assist teachers and parents in safe pedestrian practices at all times and places. Whenever possible, children should cross the street with the patrollers and obey their instructions – they are there to help keep them safe.

KIDSAFE CONNECTION

KIDSAFE Connection addresses the leading causes of death, disability and hospitalization for Alberta children – preventable injuries – through advocacy, education, awareness, data collection and evaluation. Priorities are considered based on the frequency and severity of unintentional childhood injuries. The major injury risks facing Alberta's children are: transportation injury, falls, fires and burns, poisoning, choking and suffocation, and drowning. KIDSAFE Connection is a program of the Stollery Children's Health Centre in Edmonton and the Alberta Children's Hospital in Calgary. It is supported by the Children's Health Foundation of Northern Alberta and the Alberta Children's Hospital Foundation to benefit all of Alberta's children.

Alberta Centre for INJURY Control & Research

The Alberta Centre for Injury Control and Research (ACICR) is a provincial organization aimed at reducing the toll injuries take on Albertans by addressing injury prevention, emergency medical services, acute care and rehabilitation. The ACICR is funded by Alberta Health and Wellness and is housed in the Department of Public Health Sciences, Faculty of Medicine and Dentistry, University of Alberta. The ACICR can be reached at (780) 492-6019.

Section IV: Get Involved

Sample letter to parents

Dear Parent:

Every year in Alberta, approximately 400* children are injured or killed in pedestrian and bike related incidents. These tragedies are completely preventable.

In 1997, the Alberta Traffic Safety Initiative launched Walk the Talk Day — a back to school safety event aimed at raising awareness about the importance of teaching children about pedestrian safety. It was a huge success!

On (date), our school will be participating in our own Walk the Talk Day. We invite you to walk with your child and be a part of their education as they learn lifelong pedestrian safety skills.

We will be sending a Child Traffic Safety Activity Book home with your child before the event on (date). Please go through the exercises with your child and help your child practice safe pedestrian skills at all times. Please fill out the permission slip below and send it back to school with your child.

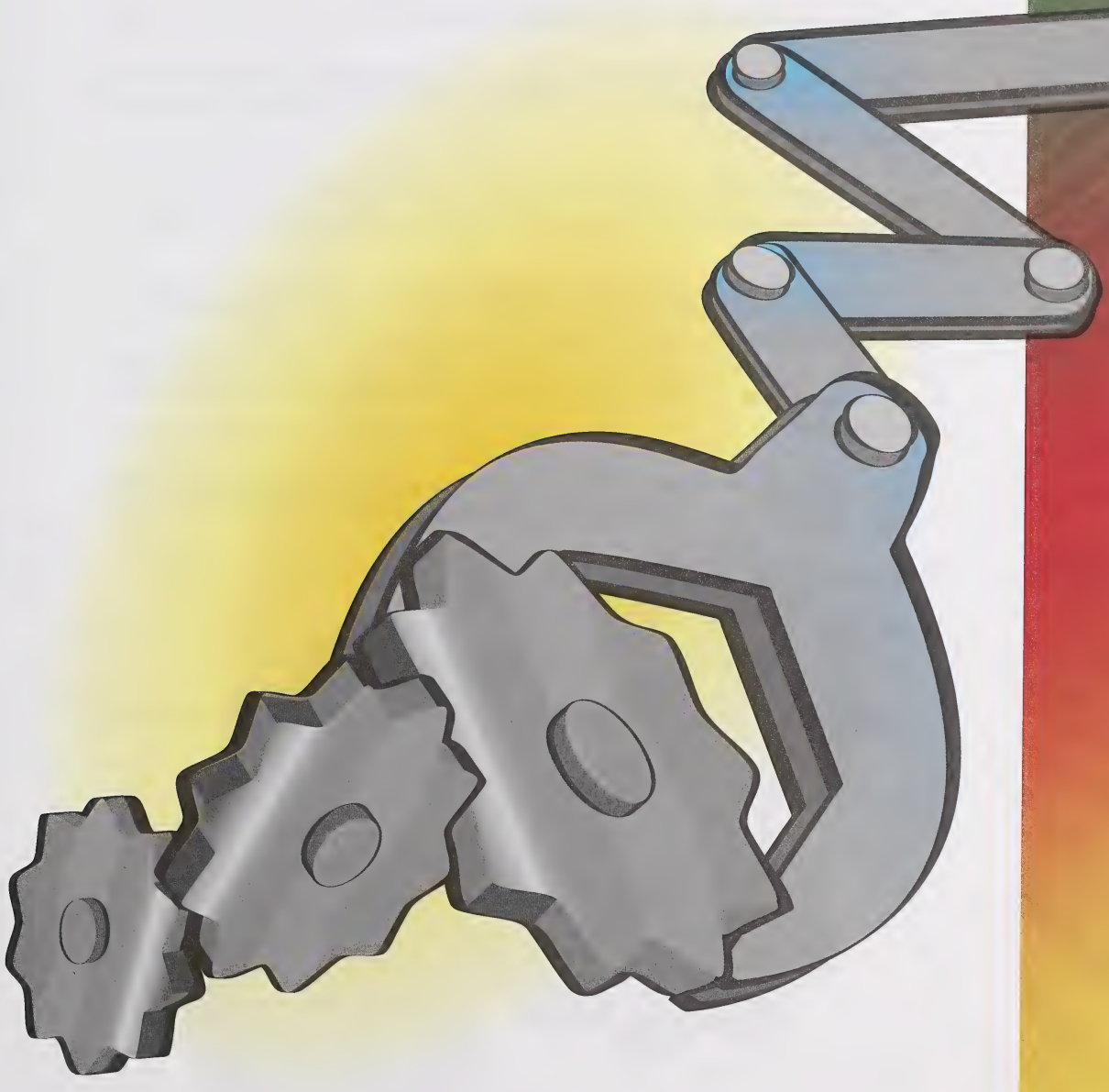
Thank you for your interest in keeping our kids safe! If you have any questions or would like to volunteer for our Walk the Talk Day, please call (780) 422-8839 (outside Edmonton 310-0000, toll free). Together, we can give our children the lifelong tools they need to be a safe part of traffic — every day.

Sincerely,

(teacher/principal)

[[insert permission form at end of letter]]

*Reference: Children aged 1-14. Source: Alberta Collision Information System



Sample letter to community leaders and members of the business community

Dear (Community Leader, Member of the Business Community):

Every year in Alberta, approximately 400* children are injured or killed in pedestrian and bike related incidents. These tragedies are completely preventable and you can help make sure they continue to be prevented.

On (date), [school/day care/community name] will be participating in Walk the Talk Day — a program aimed at raising awareness about the importance of teaching children about pedestrian safety.

We are contacting various members of the community in hopes of securing donations or volunteers to help make our Walk the Talk Day a success! Specifically, we need:
(make a wish list, include everything from juice and snacks to folding tables, signage materials, wooden stakes to mark the route, etc. But make it relevant to the person or business you are sending this letter to.)

If you can donate any of the above items, in any quantity, or would like to volunteer a little of your time, please call (780) 422-8839 (outside Edmonton 310-0000, toll free).

Thank you for your time and interest in keeping our kids safe.

Sincerely,

P.S. If you prefer, a cash donation of $X will help XX kids learn lifelong pedestrian safety skills.

*Reference: Children aged 1-14. Source: Alberta Collision Information System

Media Involvement

Walk the Talk Day keeps kids safe

Every year in Alberta, approximately 400* children are injured or killed in pedestrian and bike related incidents. These tragedies are preventable.

On (date) our (school/day care/community) is taking action to help educate children on the importance of pedestrian safety.

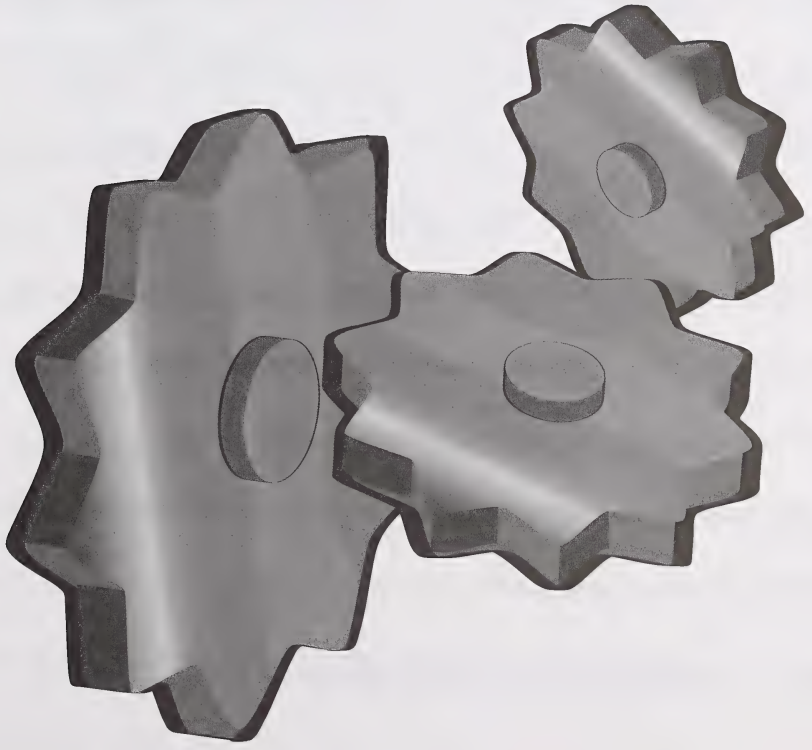
Through Walk the Talk Day we will give our kids lifelong pedestrian safety skills to help keep them safe when travelling to and from school and beyond. Walk the Talk Day is a province-wide back to school safety program. It was launched in 1997 by the Alberta Traffic Safety Initiative.

Our special guest, (name), will kick off our Walk the Talk Day and lead the first group of children on their safety walk.

Interviews can be arranged by calling [[name]] at [[number]].

Thank you for your interest in keeping our kids safe!

If you have any questions, please call (xxx-xxxx).



*Reference: Children aged 1-14. Source: Alberta Collision Information System

PEDESTRIANS: CHECK FOR SAFETY!

At corners and crosswalks:

- ☐ LOOK all four ways: left, right, ahead and then behind.
- ☐ POINT your arm out to tell drivers you want to cross the road.
- ☐ PAUSE until the cars stop. Look at the drivers' eyes to make sure they see you.
- ☐ PROCEED with your arm still straight out when all the cars have stopped. Keep watching both sides of the road for more cars.

Always:

- ☐ Look for traffic safety signs and for marked crosswalks.
- ☐ Walk on the sidewalk. If there are no sidewalks, walk off of the road facing traffic.
- ☐ Cross the road at the corner of the street or at a marked crosswalk. Never cross in the middle of the road. Watch for cyclists, cars backing up and obstacles like toys, tree branches, etc.
- ☐ Obey pedestrian lights. Cross the street only when you see the walk sign and only when all cars have come to a complete stop. If the wait hand lights up while you are crossing, continue walking.
- ☐ Cross driveways and alleys like any other road. Stop and look left, right, ahead and behind to make sure no cars are coming.

And kids — NEVER run out from between parked cars or buses.

BICYCLE SAFETY: CHECK FOR SAFETY!

☐ Wear a bike helmet that fits properly and is safety approved.

Parents – insist on the rule: No helmet. No bike.

Follow these basic rules of the road:

☐ Stop before riding into traffic from a roadway, driveway, sidewalk, alley or parking lot.

☐ Look left, right, behind, and left again before entering traffic.

☐ Obey all signs and signals. Walk your bike across a busy street in a designated crossing area.

☐ Stay on the right hand side of the road and always ride single file in the same direction as traffic.

Always use your hand signals:

☐ To turn left, extend your left arm straight out.

☐ To turn right, extend your left arm out and bend your arm upward at the elbow.

☐ To stop, extend your left arm out and bend your arm downward at the elbow.

☐ Make sure your bike is the right size for you and is in good working condition. To help motorists see you better, wear bright or reflective gear.

☐ Your bike should have front, rear and pedal reflectors, and must have a bell or horn. Avoid bicycling after dark or in bad weather.

BUS SAFETY: CHECK FOR SAFETY!

- ☐ Stand in a group while waiting for the bus. Don't push or shove.
- ☐ Stay out of the DANGER ZONE until the bus driver lets you know it's safe to get on. If you can touch the bus, you're too close.
- ☐ Once the bus arrives, line up with the smaller children at the front. Get on the bus one at a time.
- ☐ Use the handrail when getting on or off the bus.
- ☐ Take your seat right away and stay seated until you leave the bus.
- ☐ Face forward and don't throw things inside the bus or out the bus window.
- ☐ Talk quietly and keep your head and arms inside the bus.
- ☐ Wait until the bus stops before standing. Move away from the DANGER ZONE after leaving the bus.
- ☐ Always listen to school bus drivers – they're in charge. If you forget any of these rules, they can tell you what it takes to be a safe bus rider.

SKATEBOARD AND IN-LINE SKATE SAFETY: CHECK FOR SAFETY!

- ☐ Take lessons on how to skate, stop and fall safely.
- ☐ Choose skates that give your ankles strong support. Select skates and skateboards that best suit your skill level.
- ☐ Always wear safety gear including: a properly fitted, safety approved helmet, knee and elbow pads and wrist guards.

Always follow the basic pedestrian rules of the road:

- ☐ CROSS the road at the corner of the street or at a marked crosswalk.
- ☐ OBEY pedestrian lights. Cross the street only when you see the walk sign and ONLY when all cars have come to a complete stop.
- ☐ NEVER skate out between parked cars or buses and always watch for cars backing up.
- ☐ Skate in areas where skating is allowed. Make sure the surfaces are smooth and free from water, rocks and fallen branches.
- ☐ Be alert at all times. When passing people, blow a whistle or call out "passing on your left."
- ☐ Remember, do not skate at night or in bad weather.